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EDUCATION WEEK

American Education's Newspaper of Record | Volume VI, Number 12 · November 26, 1986 *© 1986 Editorial Projects in Education*

Black Segregation Remaining Stable, New Study Finds

But Isolation of Hispanics Has Steadily Worsened

By William Snider

WASHINGTON—Despite the Reagan Administration's opposition to mandatory quotas in court-ordered desegregation plans, the proportion of blacks attending racially isolated schools remained constant during the President's first term, according to a leading researcher in the field.

Hispanic children, however, have become increasingly segregated in the nation's public schools, continuing a trend that predates the current Administration, said Gary Orfield, director of the University of Chicago's National School Desegregation Project.

He reported the findings at a conference here this month sponsored by the Chicago project.

In the first major analysis of desegregation data undertaken since Mr. Reagan took office, Mr. Orfield concluded that the constitutional separation of powers between the federal judiciary and the executive branch had effectively prevented a reversal of desegregation trends.

"The data reflect the extremely important role of the courts and the relatively unimportant role of political statements and executive-branch maneuvers," Mr. Orfield said in an interview.

The data could also be interpreted to mean that "a relatively small civil-rights movement has fought to a stalemate against much larger forces," he added.

Mr. Orfield attracted considerable attention last year when he resigned from a panel created to advise the U.S. Commission on Civil Rights on its $400,000 national school-desegregation study. He also urged school districts to end their cooperation with the commission's researchers. *(See Education Week, Oct. 30, 1985.)*

In his resignation letter, Mr. Orfield charged that the commission's study was "so flawed that it cannot be carried out in a way that will either be seen as professionally respectable or fair."

The analysis Mr. Orfield presented this month was based on data collected by the

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Instruction or Indoctrination?

'Religious Literacy' Is Called a Casualty Of Fight Over Church-State Separation

By Kirsten Goldberg

NEW YORK CITY—"Religious literacy" has been a casualty in the intensifying war over issues of church-state separation in the public schools, participants at two national conferences said here last week.

And though they pointed to a renewed interest in high-school coursework about religion, the conference-goers warned that deep divisions remain on the question of when such studies cross the line between instruction and indoctrination.

Austin Creel, a University of Florida religion professor, said at the annual meeting of the National Council on Religion and Public Education that "fear and ignorance of Supreme Court decisions" had made school officials hesitant about including any material on religion in the curriculum.

"As a nation," he said, "we don't know how to talk about religion non-confrontationally. We need to assure teachers that they can teach about religion."

At the nearby annual meeting of the National Council for the Social Studies, Paul C. Vitz, a New York University psychology professor and the author of a federal study on religion in textbooks, urged teachers to "take religion out of the taboo category and discuss it objectively and calmly."

"America is probably the most religious country in the modern world," Mr. Vitz said, "and this needs to be addressed."

The two groups, which met separately, hosted a joint session on textbooks at which participants stressed that a knowledge of religions and their role in history is essential to an understanding of hu-

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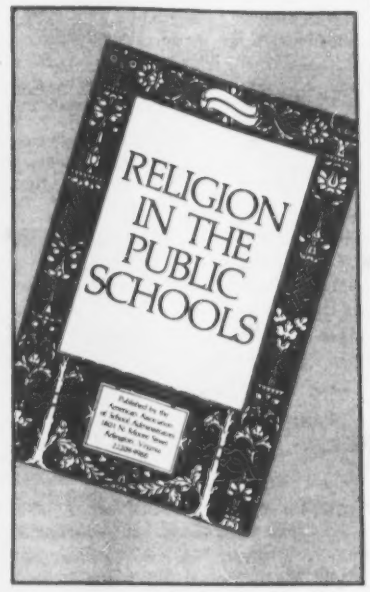

Sourcebook published by the American Association of School Administrators.

Schools Gaining Ground in Competition To Sponsor Early-Childhood Programs

By Marleen Nienhuis

WASHINGTON—In an increasingly bitter competition over who will control the funding for and be the major provider of child-care and early-childhood-education programs, publicly funded community-based centers appear to be losing ground to public-school systems.

"It's an old debate with a new wrinkle," Marjorie W. Lee, an early-childhood-education consultant for Howard University, said at the annual meeting of the National Association for the Education of Young Children here earlier this month.

"As public schools have been losing enrollment," she said, "some bright administrator figured out that there was a whole unserved population group—the preschool children."

"But minorities feel that the public schools have traditionally failed their children, especially the black males," Ms. Lee explained. "Getting these children at a younger age means failing them earlier."

Some fear that programs for children will lose their comprehensiveness.

Ms. Lee's "old debate" flared anew at several sessions of the annual meeting, as supporters of Head Start and other community-run programs challenged advocates of a

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Improved Education Said Needed To Avert Deeply Divided South

By Lynn Olson

Unless its schools and colleges are greatly improved, the South will become a divided region—characterized by an educated, urban middle class on the one hand and an undereducated, poor rural population on the other—according to a blue-ribbon panel of 20 prominent Southerners.

The group of academic, business, and political leaders, known as the 1986 Commission on the Future of the South, released its report last week in Little Rock, Ark., at the annual meeting of the Southern Growth Policies Board.

The board is a public interstate agency that examines economic-development issues in the South.

According to the report, "Halfway Home, A Long Way To Go," the "sunshine on the Sunbelt" has benefited large cities and regions along the Atlantic Seaboard while skipping over many small towns and rural areas.

"This is really the problem that we are called on to deal with," said William F. Winter, former Governor of Mississippi and chairman of the commission, "finding a solution to the dilemma of two Souths which are rapidly growing farther apart."

"For all their struggle to hold on to vanishing jobs," the report states, "some of our citizens have settled into a quicksand of poverty at the very bottom of Southern society."

"Schools have been unable to lift them out," it continues, "because the South, despite recent improvements, still spends below the national average per pupil, has higher rates of adult functional illiteracy, reports lower scores on college-entrance ex-

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Also in the news

Chiefs Offer Guidelines For Testing Student Skills
The nation's chief state school officers are offering guidelines for the National Assessment of Educational Progress and are considering the viability of a "common core of learning" for public schools.
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Teacher Certification: A Model of Professionalism
The RAND Corporation is proposing a model plan for teacher evaluation and licensing that it says could ensure "that all beginning teachers have knowledge and teaching skills and are competent to practice."
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Suit Will Test Limits Of Chapter 1 Ruling
A class action contesting San Francisco's arrangement for providing federally funded remedial services to parochial-school students could result in an important precedent for school districts across the country.
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Of the 123 institutions invited to join the Holmes Group, 91 have accepted, and only one might be denied membership because of its stand on undergraduate education majors. **Story on Page 9.**

Who Is Restrained?
California school officials have asked the U.S. Supreme Court to overturn a ruling that deviant handicapped students may remain in class until their behavior has been evaluated. **Story on Page 10.**

Federal Funds Forthcoming
For the first time, the federal government will provide funds—$10 million—to help school systems teach children about acquired immune deficiency syndrome. **Story on Page 8.**

Language and Economics
The nation's economic future is imperiled by the lack of emphasis in schools and colleges on foreign languages and culture, says a task force of the Southern Governors' Association. **Story on Page 14.**

Spotlight on the Young
A national commission—the second in recent months—has been established to study young people and how "they become workers and, more importantly, responsible adult citizens." **Story on Page 11.**

Holy Days and Holidays
School boards can meet employees' needs to observe holy days by setting any reasonable policy that harmonizes job requirements and religious practices, the High Court has ruled. **Story on Page 12.**

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EDUCATION WEEK (ISSN 0277-4232) is published 40 times per year (weekly except for the first week in January, the last week in June, the month of July, the first four weeks in August, and the last two weeks in December) by Editorial Projects in Education, Incorporated. Editorial and advertising sales offices are located at 1255 23rd Street, N.W., Suite 775, Washington, D.C. 20037. (202) 466-5190. Subscriptions: U.S.: $47.94 for 40 issues. Canada: $70.94 for 40 issues. Foreign: $112.94(airmail) and $80.94 (surface mail) for 40 issues. Second-class postage paid at Washington, D.C., and at additional mailing offices. POSTMASTER: Send address changes to EDUCATION WEEK, P.O. Box 1939, Marion, Ohio 43305. Volume VI, Issue 12.

Main Editorial and Business Offices
Suite 775, 1255 23rd Street, N.W.
Washington, D.C. 20037
(202) 466-5190

For New Subscriptions, Subscription Problems, and Changes of Address Write to:
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Display Advertising Only

Grants to help establish *Education Week* have been made by the following philanthropic foundations: Atlantic Richfield Foundation, Mary Reynolds Babcock Foundation, Carnegie Corporation of New York, Cleveland Foundation, Denver Foundation, Geraldine R. Dodge Foundation, E. I. du Pont de Nemours & Co., Exxon Education Foundation, Faye McBeath Foundation, Frost Foundation, George Gund Foundation, Hartford Foundation for Public Giving, William and Flora Hewlett Foundation, Kettering Family Fund, Ittleson Foundation, Esther A. and Joseph Klingenstein Fund, Lilly Endowment, William Penn Foundation, Permanent Charities Fund of Boston, Sid W Richardson Foundation, Rhoda Island Foundation, Rockefeller Foundation, San Francisco Foundation, Shell Companies Foundation, Standard Oil of Ohio, Tinker Foundation.

SUBSCRIPTION RATES IN U.S.

One year (40 issues) . . . $47.94. Two years: $83. Three years: $119. In Canada . . . $70.94. per year. Outside the U. S. and Canada . . . $80.94 per year for surface mail and $112.94 per year for airmail. Send subscription correspondence to: Education Week, P.O. Box 1939, Marion, Ohio 43305.

Back issues are available at $3.00 each (first class postage pre-paid). Single copies of issue 40 are $18.00. Send order to: Back Issues, Education Week, Suite 775, 1255 23rd Street, N.W., Washington, D.C. 20037.

THE WEEK

FEDERAL

Census Study Gauges Child-Support Payments

Less than half of the 8.7 million women not living with the fathers of their children received child-support payments in 1983, a new study by the Census Bureau has found.

The report, "Child Support and Alimony: 1983," said 53 percent of divorced, separated, or unmarried women with children—including single mothers and those who have married other men—got no financial help from their children's fathers.

About 3.7 million of these women—or 43 percent—never won voluntary agreements or court orders for child support, the study found. One-quarter of these mothers told census researchers that they did not want the payments; the rest said they failed to qualify because they could not prove paternity or because the fathers had disappeared.

Of those who did not qualify for any child support, 66 percent were black, 33 percent were white, and 82 percent were never-married women in homes where the fathers were absent.

Among women who were scheduled to receive child support, 76 percent received some or all of it in 1983, slightly more than in 1981, the report said. The average annual payment was $2,340.

Less than 14 percent of the 17.4-million divorced or separated women in 1983 were entitled to alimony, according to the census figures. Of those, 77 percent were actually receiving payments.

Reagan Signs Measure To Pay Vaccine Victims

Despite "serious reservations," President Reagan has signed into law a measure creating a government trust fund to compensate children injured by adverse reactions to vaccines.

Under the measure, victims or their survivors can collect damages without proving negligence, or they may choose to sue vaccine manufacturers, although the new law will make it harder to win such cases.

The no-fault system is designed to ease a liability-insurance crisis that has raised premiums and prompted drug companies to threaten to halt the production of vaccines for certain childhood diseases.

Before the compensation fund can begin paying claims, however, the Congress must finance it.

Lawmakers are expected to do so early next year by authorizing a tax on each dose of vaccine for polio, diphtheria, whooping cough, tetanus, measles, mumps, and rubella.

Mr. Reagan approved the legislation, H R 5546, while criticizing a provision that gives the federal courts—rather than the executive branch—responsibility for administering the compensation system. The "unprecedented arrangement" raises constitutional questions involving the separation of powers, Mr. Reagan said.

NATIONAL

Parents' Federation Endorses Drug Testing

The National Federation of Parents for Drug-Free Youth has endorsed the use of "carefully controlled" drug-testing programs in schools, professional sports, industry, and the military.

"Drug screening is an effective method that parents can use to monitor the drug involvement of their children," said Carolyn Burns, a vice president of the federation, which is among the nation's largest anti-drug volunteer organizations.

But the group's position, adopted last month, does not include support for blanket or random drug screening, a spokesman said.

Its resolution specifies that any screening include "meticulous, supervised collection of specimens"; testing by laboratories that "can demonstrate quality control and reliable, accurate results"; and counseling and intervention efforts for those who test positive.

The federation, which comprises an estimated 8,000 parents' groups nationwide, was formed six years ago to fight drug abuse among children and teen-agers.

National Dropout Center Established at Clemson

Officials of South Carolina's Clemson University have announced plans for a multimillion-dollar center that will serve as a national clearinghouse for information and research on dropout prevention.

Established last month with the backing of the National Dropout Prevention Fund, a private foundation based in New York City, the center will provide a variety of services, its acting director, Gordon Gray, said. It will compile an electronic data base for dropout-related information; organize conferences and seminars; set up a toll-free telephone number for inquiries from schools, parents, and community groups; and launch a national media campaign on dropout prevention, he said.

"Data collection on the dropout problem is poor and not standardized," Mr. Gray said. "People don't realize how serious a problem it is."

The foundation's leaders asked Clemson to establish the center, he said, because "they felt that, coming out of the South, it would have a lot of credibility." The fund's founder, Esther B. Ferguson, is a South Carolina native who was once a dropout herself, he noted.

Group Sees a Decline In Corporate Giving

In what would be a sharp reversal of a 10-year upward trend, many of the nation's largest corporations are planning to reduce their contributions to education organizations and other nonprofit groups, according to a recent survey.

A poll of 439 major companies by the Conference Board, a business-research group, found that the respondents expected to reduce their donations next year by an average of 2.5 percent, according to Linda Cardillo Platzer, a board spokesman. Some companies are planning cutbacks of up to 78 percent, she said.

The survey was conducted this past summer, and the results were released earlier this month.

Last year, Ms. Platzer noted, the corporations surveyed reported an average increase of 7 percent, following on the heels of a 26 percent jump from 1983 to 1984 and continuing a decade-long rise in donations.

"The era of sizable, automatic increases appears to be coming to an end," she said. "They simply cannot maintain that kind of growth rate in this economy."

She attributed much of the expected decline to retrenchment among the major oil companies and in other basic industries, as well as to the recent wave of corporate mergers and acquisitions. Often, she said, the reorganized corporations donate significantly less than they did under their previous managements.

STATES

Texas Rejects Textbook For Ignoring Sexuality

The Texas State Board of Education has voted unanimously to reject a popular health-science textbook because it does not contain material on human sexuality and reproduction.

At a Nov. 8 meeting, the board declined to approve the most recent edition of *Modern Health*, which is published by Holt, Rinehart & Winston. At the same time, it voted to add to the list of state-approved books four other health texts that include sections on sexual behavior and the reproductive process, a spokesman for the Texas Education Agency said.

In accepting the texts, however, the board instructed their publishers to add information from the U.S. Surgeon General's recent report on acquired immune deficiency syndrome, the spokesman said.

Opponents of the *Modern Health* text cited the state's high teen-age-pregnancy rate as their reason for

Indiana University's Status in Holmes Group Uncertain

By Lynn Olson

Only one of the 91 institutions that have asked to join the newly reconstituted Holmes Group may be denied membership, following a meeting of the organization's interim executive board last week.

Indiana University—whose education-school dean, Howard Mehlinger, was an early participant in the group's meetings—has been sent a letter asking it to clarify its position on the Holmes agenda for reforming teaching and teacher education.

The university submitted its first-year membership dues of $4,000. But its acceptance letter made it clear that the school of education does not see a need to shift the bulk of its undergraduate education program to the graduate level—one of the central proposals of the Holmes Group, a consortium of research universities.

The university's first-year membership dues have been returned. And it appears probable that unless the university changes its stance, or has been misunderstood, its dues will not be accepted.

"A final determination hasn't been made on Indiana," said Richard Prawat, an educational psychologist and professor of teacher education at Michigan State University who is working with the Holmes Group. "The ball is in their court."

Membership List

Last April, the consortium's interim executive board of 14 education-school deans invited 123 public and private universities to join the Holmes Group. The deadline for institutions to make their decisions was Nov. 15.

Following its Nov. 16 meeting, the interim executive board released a list of 90 universities that have been accepted for charter membership, as well as 10 other institutions, in addition to Indiana University, whose status is "pending."

The decision by the 10 institutions about whether they will join appears imminent, Mr. Prawat said, adding that the "institutions really had good reasons for needing more time."

No deadline has been set by which those institutions must make their decision, he noted, but he added that they would probably want to join before the group's first national meeting in January.

Three institutions not originally invited to join—Boston University, Mississippi State University, and New Mexico State University—were asked to become charter members in recent months. Two of them are still weighing their decisions.

Mr. Prawat said the institutions were invited after the group "reconsidered" their research activities.

Despite a strongly worded Nov. 5 memorandum from Judith E. Lanier, acting chairman of the group and dean of the college of education at Michigan State University, in which she urged institutions that did not agree with the Holmes agenda to withdraw their membership applications, no institution did so, Mr. Prawat said. *(See Education Week, Nov. 19, 1986.)*

'Gratified'

"I am gratified that so many institutions are willing to undertake such an important task," Ms. Lanier said, referring to the overwhelmingly favorable response to the organization's invitation. "The problems of the field are legendary, and there is no tradition of universities working collaboratively to improve the professional education of teachers and the work of professional teachers in schools."

The magnitude of the response means that the Holmes Group will probably have representation in all 50 states—one of its goals.

There are four states in which no institution has yet joined the group—Alaska, New Hampshire, North Carolina, and North Dakota—but decisions by universities there are pending.

The large number of positive responses will also provide the organization with a first-year budget of at least $360,000, and possibly as much as $404,000, from membership dues alone.

The Ford Foundation has also awarded a $300,000 grant to support the consortium's work for an initial two-year period, and other funding agencies are considering Holmes Group proposals.

The Agenda

In addition to the annual membership dues, institutions that joined the group had to agree to support the organization's agenda by developing and carrying out a program of reform at their institutions over the next five years.

The Holmes Group's five broad goals—contained in a report released last spring, entitled "Tomorrow's Teachers"—are to make the education of teachers more intellectually rigorous; to improve the relationship between schools and universities; to set high standards for entry into the profession; to create a hierarchy of teachers based on differences in education, experience, performance, and knowledge; and to make schools better places for teachers to work and learn.

Its more specific proposals include replacing undergraduate teaching majors with graduate professional programs; strengthening the liberal-arts curriculum for teachers; increasing the number of minority students in teacher-education programs; developing a set of rigorous examinations and licensing requirements for teachers; and establishing new "professional-development schools" akin to teaching hospitals, in which prospective teachers would receive their clinical training.

'Genuinely Pleased'

David Imig, executive director of the American Association of Colleges for Teacher Education, said last week that AACTE was "genuinely pleased that the organization has finally come together, that a lot of the anticipation is past, and that the members now will be in a position to articulate a direction for the Holmes Group."

Continued on Page 15

Current and Potential Members of Holmes Group

Institution[1] and City	Bachelor's Degrees	Master's Degrees	Doctoral Degrees	NCATE Accreditation
Alabama				
Auburn Univ., Auburn	282	75	16	Yes
Univ. of Alabama, University	167	208	75	Yes
Alaska				
Univ. of Alaska,[2] Fairbanks	49	37	0	No
Arizona				
Arizona State Univ., Tempe	286	101	10	Yes
Arkansas				
Univ. of Arkansas,[3] Fayetteville	304	252	36	Yes
California				
Stanford Univ., Stanford	0	135	47	No
Univ. of California, Berkeley	0	28	30	No
Univ. of California, Davis	0	3	0	No
Univ. of California,[2] Santa Barbara	0	58	23	No
Univ. of Southern California,[3] Los Angeles	170	197	124	Yes
Colorado				
Colorado State Univ., Fort Collins	126	125	21	Yes
Univ. of Colorado, Boulder	89	111	29	Yes
Connecticut				
Univ. of Connecticut, Storrs	132	127	59	Yes
Delaware				
Univ. of Delaware, Newark	147	88	11	No
District of Columbia				
Catholic Univ. of America, Washington	18	2	0	Yes
Howard Univ., Washington	10	42	3	No
Florida				
Univ. of South Florida, Tampa	454	361	38	No
Georgia				
Clark College, Atlanta	21	0	0	Yes
Emory Univ., Atlanta	4	18	2	No
Georgia State Univ., Atlanta	147	135	135	Yes
Hawaii				
Univ. of Hawaii, Honolulu	245	130	10	No
Idaho				
Univ. of Idaho,[3] Moscow	114	67	12	Yes
Illinois				
Univ. of Chicago, Chicago	0	24	21	No
Univ. of Illinois, Chicago	86	112	4	No
Univ. of Illinois, Urbana	313	237	81	No
Indiana				
Indiana Univ.,[2] Bloomington	302	300	58	Yes
Purdue Univ., West Lafayette	285	295	35	Yes
Iowa				
Iowa State Univ., Ames	327	90	23	Yes
Univ. of Iowa, Iowa City	266	73	5	Yes
Kansas				
Kansas State Univ., Manhattan	359	242	79	Yes
Univ. of Kansas, Lawrence	214	195	54	Yes
Kentucky				
Univ. of Kentucky, Lexington	260	126	28	Yes
Univ. of Louisville, Louisville	124	212	1	Yes
Louisiana				
Louisana State Univ., Baton Rouge	286	116	5	Yes
Tulane Univ., New Orleans	0	22	0	No
Maine				
Univ. of Maine, Orono	246	123	4	Yes
Maryland				
John Hopkins Univ., Baltimore	0	166	6	No
Univ. of Maryland, College Park	254	165	113	Yes
Massachusetts				
Boston College, Chestnut Hill	114	131	45	Yes
Boston Univ.,[2] Boston	95	296	113	Yes
Harvard Univ., Cambridge	0	369	459	No
Massachusetts Institute of Technology,[2] Cambridge	0	0	0	No
Univ. of Massachusetts, Amherst	162	169	96	Yes
Michigan				
Michigan State Univ., East Lansing	464	437	105	Yes
Univ. of Michigan, Ann Arbor	152	1,462	90	Yes
Minnesota				
Univ. of Minnesota, Minneapolis	427	357	92	Yes
Mississippi				
Mississippi State Univ.,[2] Mississippi State	276	175	28	Yes
Univ. of Mississippi, University	200	92	31	Yes
Missouri				
Univ. of Missouri, Columbia	283	259	84	Yes
Univ. of Missouri, Kansas City	94	190	16	Yes
Montana				
Univ. of Montana,[2] Missoula	123	57	17	Yes
Nebraska				
Univ. of Nebraska, Lincoln	487	216	70	Yes
Wayne State College, Wayne	117	45	0	Yes
Nevada				
Univ. of Nevada, Reno	104	59	8	Yes
New Hampshire				
Univ. of New Hampshire,[2] Durham	66	88	0	Yes
New Jersey				
Rutgers Univ., New Brunswick	300	183	94	No
New Mexico				
New Mexico State Univ., Las Cruces	145	108	13	Yes
Univ. of New Mexico,[3] Albuquerque	198	288	43	Yes
New York				
Bank Street College of Education, New York	0	144	183	No
Fordham Univ., New York	18	226	67	Yes
New York Univ., New York	37	371	98	Yes
State Univ. of New York, Albany	28	312	41	No
State Univ. of New York, Buffalo	415	249	0	Yes
Syracuse Univ., Syracuse	397	278	42	Yes
Teachers College, Columbia Univ., New York	0	514	220	Yes
Univ. of Rochester, Rochester	7	78	23	No
North Carolina				
Duke Univ.,[2] Durham	0	1	9	Yes
North Dakota				
Univ. of North Dakota,[2] Grand Forks	1,952	64	16	Yes
Ohio				
Kent State Univ., Kent	362	307	36	Yes
Ohio State Univ., Columbus	660	387	114	Yes
Ohio Univ., Athens	345	150	15	Yes
Univ. of Cincinnati, Cincinnati	207	146	35	Yes
Oklahoma				
Oklahoma State Univ., Stillwater	70	9	0	No
Univ. of Oklahoma, Norman	145	146	71	Yes
Oregon				
Univ. of Oregon, Eugene	220	261	60	Yes
Pennsylvania				
Lehigh Univ., Bethlehem	0	65	10	Yes
Temple Univ., Philadelphia	137	174	106	Yes
Univ. of Pennsylvania,[2] Philadelphia	0	135	74	No
Univ. of Pittsburgh, Pittsburgh	89	300	168	Yes
Rhode Island				
Univ. of Rhode Island, Kingston	115	19	0	Yes
South Carolina				
Univ. of South Carolina, Columbia	220	356	42	Yes
South Dakota				
Univ. of South Dakota, Vermillion	106	108	26	Yes
Tennessee				
Univ. of Tennessee, Knoxville	310	282	45	Yes
Texas				
Baylor Univ., Waco	200	55	0	Yes
Texas A & M Univ., College Station	603	116	78	Yes
Texas Tech Univ., Lubbock	432	101	20	Yes
Trinity Univ., San Antonio	57	41	0	Yes
Univ. of Houston, Houston	172	283	49	Yes
Univ. of Texas, Austin	427	241	96	Yes
Utah				
Univ. of Utah, Salt Lake City	129	0	30	Yes
Vermont				
Univ. of Vermont, Burlington	129	149	0	Yes
Virginia				
College of William and Mary, Williamsburg	64	99	21	Yes
Univ. of Virginia, Charlottesville	85	71	112	Yes
Virginia Commonwealth Univ., Richmond	136	84	0	Yes
Virginia Polytechnic Institute and State Univ., Blacksburg	302	129	65	Yes
Washington				
Univ. of Washington, Seattle	28	142	53	Yes
Washington State Univ., Pullman	231	32	26	Yes
West Virginia				
West Virginia Univ., Morgantown	235	336	42	Yes
Wisconsin				
Univ. of Wisconsin, Madison	620	180	94	No
Univ. of Wisconsin, Milwaukee	147	216	20	Yes
Wyoming				
Univ. of Wyoming, Laramie	280	47	9	Yes

1 Some institutions offer post-bachelors and 6th-year degrees.
2 Institution pending membership in the Holmes group.
3 The institution has not returned the AACTE Annual Report, and the data provided has not been updated.
SOURCES: The *1986-87 Directory* of the American Association of Colleges for Teacher Education, The Holmes Group Executive Board, and independent research.

'Religious Literacy' Is Called a Casualty

Continued from Page 1

man diversity.

But at both meetings, speakers sounded an underlying theme that has divided educators as well as church leaders on the issue: the relationship between the study of religion and the teaching of values.

'Peace Offensive'

Jacqueline G. Wexler, president of the National Conference of Christians and Jews, said at the N.C.R.P.E. conference that a recent survey by her organization of 15 religious groups had shown that most supported the inclusion of public-school courses on religion.

She called on religious leaders to "engage in a peace offensive with public education in order to introduce children to belief and 'unbelief.'"

"If religion is ignored," Ms. Wexler said, "our children will be deprived of learning about their heritage."

But James K. Uphoff, professor of education at Wright State University, said that although the religious right has been a leading force in pointing out the absence of religion in the classroom, Christian fundamentalists have often been among the first to object to courses on religion.

"Most challenges to the public schools' teaching about religion come from those who say, 'The truth is known, so you can't examine it critically,'" he said. "They don't want it taught."

Said Nicholas Piediscalzi, the N.C.R.P.E.'s president: "Some families feel threatened by America's pluralism. To them we must point out the value of studying religion. It's not a devious secular plot to take over America."

"If America is to be a nation of tolerence," said Mr. Piediscalzi, also a professor in the Wright State religious-studies department, "it must begin in the schools."

He and other speakers said that the pertinent decisions by the U.S. Supreme Court needed to be fully explained to school officials and others. Such rulings, the N.C.R.P.E. president said, have banned the teaching of religion in public schools; they have encouraged teaching about religion.

But Peggy Shriver, the associate general secretary of the National Council of Churches of Christ, said the fear of offending religious groups had "bleached religion out" of public-school curricula. And the omission, she said, has given students the impression that religion is archaic.

"The absence of religion from the classroom comes across as not merely an oversight, but as denial of the religious claim," Ms. Shriver argued. "The emperor of religion seems in the classroom to have no clothes."

Courses Selling Well

There was evidence at the two-day conference, however, that the popularity of such coursework as "global education" may be spurring greater attempts in some districts to enlarge students' awareness of religious diversity.

Interest in high-school coursework on religions, speakers said, grew in the 1960's and early 1970's, but began to decline in the budget-cutting era of the late 1970's and early 1980's.

Few statistics are available to document what the conference participants saw as a resurgence of interest in religion, but a number of nationally marketed courses developed in the 1970's, experts said, are now selling better than ever.

One such course, developed in 1979 by the St. Louis Park (Minn.) Public Schools with the aid of a federal grant, was the end product of a struggle by the district's Jewish community to show why Friday-night football games, Christian religious symbols in the schools, and tests scheduled during the Jewish High Holy Days were a problem.

"Religion in Human Culture," the course developed after a local committee was formed to devise ways to foster student awareness of religious diversity, has since been taught in hundreds of high schools, its authors said. They said they expected 1987 to be an even bigger year for sales.

"With the emphasis this year on the bicentennial of the Constitution and the freedoms it guarantees, there is a lot of excitement and interest in the field," said Lee H. Smith, one of the course's developers and co-director of the World Religions Curriculum Development Center in the St. Louis Park Public Schools.

Currently, the program is being taught at high schools in Raleigh, N.C., Albany, N.Y., Tuscon, Ariz., and many locations in the upper Midwest, Mr. Smith said.

Representatives of the Texas-based firm that markets the $320 course, Tabor Publishing, said that no figures were available on the number of districts teaching it. But they added that it is one of the company's most popular courses.

Teaching Teachers

But in an era of "basics," other conference participants said, it is often difficult to persuade school officials to add another elective to the curriculum.

"There's no time to get more electives into school," said John Simmons, a doctoral candidate in the University of California at Santa Barbara's religious-studies department.

The university, in conjuction with the California Council for the Humanities, has developed a pilot program whose aim is to teach high-school teachers how to incorporate the study of religion into existing courses.

As part of the program, the school offers nine seminars on the world's major religions.

Mr. Creel of the University of Florida has helped develop graduate-level courses on Hinduism and Judaism for teachers. Since Florida has required high-school students to take a course on world history, he said, teachers have been more receptive to studying religion for their own certification requirements.

'Anemic' Approach Hit

Other speakers argued, however, that the task of teaching objectively about religions is very difficult and should be approached cautiously.

"We're not satisfying people with strong religious beliefs when we try to introduce descriptions about religions in public schools," said Raymond English, vice president of the Washington-based Ethics and Public Policy Center.

A former textbook author, Mr. English related the difficulty he had had when trying to frame simple descriptions of religions and their beliefs for secondary-school textbooks.

"If I was able to please one rabbi, I got into trouble with another," he said. "If the educational system must cater to all religions and all sects, then the public schools will end up as an anemic 'all-things-to-all-people' system."

Teachers must be trained to treat all religions fairly, said Talat Sultan, director of education for the Islamic Society of North America, based in Plainfield, Ind.

"Our schools of education are so busy teaching about Supreme Court cases that they've ignored how to teach about religion," Mr. Sultan said. Teaching materials, bulletin-board displays, and classroom skits should be examined by experts from each of the major religions before they are allowed into the classroom, he said.

Debate Over Values

While teaching students about religions will help them understand historical and contemporary social movements, it will not instill values, Mr. Piediscalzi asserted.

"We do not want to confuse religious education with values education—those are two separate things," he said. "When you begin to instill morals, you need to ask what is the religious base for that morality—and that's where the religious right contends schools are teaching humanism."

Ms. Shriver of the National Council of Churches said that the common values shared by the major religions, such as respect, honesty, and integrity, could be taught in public schools. "We must identify the values we can all accept," she said.

But Riffat Hassan, professor of religion at Harvard University, was critical of that approach, saying it would "neutralize" religion. "Religion is not just a set of beliefs; it's a whole world view," she said.

June Gabler, superintendent of schools in Fort Dodge, Iowa, and president-elect of the American Association of School Administrators, contended, however, that the debate over values was irrelevant. "We already teach values," she said.

Religious and politicial groups that support greater efforts in that area, Ms. Gabler said, "are just seeking to build their political bases."

She listed 10 values she claimed were being taught in the public schools, including respect for others, equality, self-discipline, honesty, and faith in democracy.

"I don't know what [Secretary of Education William J.] Bennett means when he talks about how different schools could teach different values," she said.

"These are the values we must teach, and I contend that we do teach them."

Recommendations for Teaching About Religions

If your school district is concerned about appropriate ways to include teaching about religions in your school curriculum, here are some important considerations:

- The study of religions in public schools is permitted by the Constitution as long as the subject matter is presented objectively as part of a secular program of education.
- Teachers of religion courses should be sensitive to varying beliefs of their students.
- The First Amendment does not forbid all mention of religion in the public schools. It does prohibit the *advancement* or *inhibition* of religion.
- Public schools are not required to delete from their curriculum materials that may offend any religious sensibility.
- The decision to include—or exclude—material from the curriculum must be based on secular, not religious, reasons.
- The material must be presented objectively.
- Religion should be taught with the same care and discipline as other academic courses.
- Schools should be especially sensitive to the developmental differences between elementary and secondary school students. Subjects or teaching methods that may be appropriate for secondary students may not be appropriate for younger children.

Guidelines for Teaching About Religions*

* From "Public Education Religion Studies: Questions and Answers," Public Education Religion Studies Center, Wright State University, Dayton, Ohio, 1974.

1. The school may sponsor the *study* of religion, but may not sponsor the *practice* of religion.
2. The school may *expose* students to all religious views, but may not *impose* any particular view.
3. The school's approach to religion is one of *instruction*, not one of *indoctrination*.
4. The function of the school is to *educate* about all religions, not to *convert* to any one religion.
5. The school's approach is *academic*, not *devotional*.
6. The school should *study* what all people believe, but should not *teach* a student what to believe.
7. The school should strive for student *awareness* of all religions, but should not press for student *acceptance* of any one religion.
8. The school should seek to *inform* the student about various beliefs, but should not seek to *conform* him or her to any one belief.

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Indiana University's Status in Group Uncertain

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In recent months, many university representatives have appeared confused about exactly what the conditions for membership are and, in particular, whether or how soon they would have to abolish their undergraduate education majors.

"I don't think there are any hard and fast expectations" about the timetable, Mr. Prawat said. "I think that's part of what has to be looked at."

Some of the institutions that decided not to join—such as the University of Arizona—did so because of their commitment to undergraduate education majors.

Others that declined membership—such as Princeton University—do not have schools of education or undergraduate education majors. They do, however, enable liberal-arts students to become certified as teachers through a series of teacher-preparation courses.

Under the Holmes Group's proposals, such students could not be certified, but would have to work as "instructors" under the close supervision of certified faculty members.

'Time Has Arrived'

Still other institutions that turned down membership in the fledgling organization—such as the California Institute of Technology and Case Western Reserve University—offer no or minimal teacher-education programs.

Arthur E. Wise, director of the Rand Corporation's center for the study of the teaching profession, said last week, "I'm personally delighted that there's been such a warm response" to the Holmes Group.

"I think that many people are beginning to recognize that the time for upgrading teacher education and professionalizing teaching has arrived," he said. "I'm sure that there will be a struggle, though, in many places, and certainly a fear on the part of some campuses, that raising standards while others lag behind is taking a risk."

"But I think the courage of those who are willing to take this stand is to be applauded," Mr. Wise said.

In the long run, he predicted, support for the Holmes agenda will be forthcoming as states adopt certification and licensing standards compatible with the group's goals.

Bylaws Drafted

At its meeting, the Holmes Group's interim executive board also worked on a draft of the bylaws that will be sent to the membership for consideration before the group's first national meeting in Washington on Jan. 29-31. That meeting will emphasize the consortium's efforts to reach out to practicing teachers.

Ms. Lanier said: "We must work with boards of education, school administrators, teacher organizations, chief state school officers, and state governments to make major changes in the structure of the teaching profession. Such changes would provide a true decisionmaking and participatory role for highly competent teachers and would encourage them to remain in the profession."

The interim executive board plans to meet again within the next few weeks. It is forming a membership committee that will provide guidelines for institutions to follow in submitting their plans for carrying out the group's agenda, as well as a basis for reviewing those plans.

The invited institutions that declined to join are:

University of Arizona, University of California at Los Angeles, University of California at San Diego, California Institute of Technology, Yale University, University of Florida, Florida State University, University of Miami, University of Georgia, Northwestern University, University of Notre Dame, Brandeis University, Washington University (St. Louis), Princeton University, Cornell University, University of North Carolina, North Carolina State University, Case Western Reserve University, Oregon State University, Pennsylvania State University, Carnegie-Mellon University, Brown University, Clemson University, Vanderbilt University, and Rice University.